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ABSTRACT

Using a case study which documents the creation of the Access and Program Development Division at George Brown College, a large urban community college in Ontario, Canada, this paper explores the nature of leadership in educational management. Introductory material argues that leadership in management should be defined as a performing art rather than a science. Next, a four-page literature review examines the trend away from a structured, goal-directed approach to management towards a more spiritual, self-reflective one, and contrasts works on traditional and nontraditional approaches to leadership. The case study is then presented in the following sections: (1) The Parable of the Seeds, or the Story of the Access Division; (2) Access Division--History and Achievements, reporting quantifiable indicators of success on the futures program, academic upgrading, services for the hearing impaired and special needs students, and community outreach; (3) tables examining the Access Division's structure and achievements for 1989-91; (4) an analysis of the case study, using a framework which centers structure, people, politics, and symbols/spirit; and (5) a conclusion, underscoring the importance of the leader's ability to view the organization through multiple lenses. Attachments include "One Leader's Creed for the Workplace," 20 references, and an information flyer on the Access Division. (JMC)

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Leadership & Spirit

Rejuvenating an Organization from the Bottom Up

by

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Leadership & Spirit

Rejuvenating an Organization From the Bottom Up

I. INTRODUCTION

Is leadership a science or an art? Do organizations change and develop as a result of the rational decisions of their leaders, or do they discover a new vision in the process of acting?

A rationalistic view of leadership is too simplistic, I believe, particularly for educational organizations operating in a "white water" environment with diffuse goals. Using a case study approach, I reflect on the process of creating and leading a new division in a large urban college, a process of rejuvenating an organization from the bottom up.

The issue of leadership is a critical one for community colleges in Ontario today. College administrators have been criticized for managing their institutions according to a top-down, industrial production model. Faculty, in particular, believe that administrators have been overly preoccupied with fiscal efficiency and enrolment statistics (Skolnik, 1985).

The very mandate of colleges has been questioned and revised (Vision 2000) due to dramatic changes in the context in which colleges function. A deteriorating funding environment and escalating competition from other education/training deliverers are now realities every college must face. The ground upon which the college system was founded twenty years ago is shifting. In fact, the ground has given way to "white water" in many colleges. A one-dimensional approach to leadership and management, therefore, no longer helps college leaders keep afloat.

I begin by situating the case study in the context of recent debates in the literature on organizational leadership and development. I then review the history of the Access Division at George Brown College and highlight its achievements in the two years since it was created using several organizational effectiveness criteria.

Analysis follows of both the process and outcomes. I conclude that our conception of organizations must be as complex as the reality we live in. We need multiple lenses through which to interpret

organizational experience. **Structure, people, politics**, and **culture** are four equally valid "frames" by which to view the world of an organization. Too often, however, managers shun ambiguity and choose rational/structural solutions to problems of organizational change (and are rewarded for doing so). The cultural/spiritual frame, however,, could be of great value to college leaders faced with unclear goals and a turbulent environment.

Management as a "performing art" may shed more light on today's reality than management as a "science". The leader as architect, catalyst, advocate, and prophet may be more appropriate descriptors than CEO and facilitator. If leadership is ultimately, however, about bringing out the best in people, that best is tied to one's sense of one's deepest self, to one's spirit. This requires a leader to be in touch with his/her own spirit and core beliefs - in touch with a credo or personal guidance system for functioning in uncertain times.

Neutrality is an impossible dream. Neither an institution nor its leaders can ever be said to be truly objective in the sense of "apart" from and "untouched" by the world. The very act of observing affects the observed and vice versa. It is vital, therefore, for leaders, and for that matter every member of an organization, to be conscious of their core values. Those values may change over time, but relatively speaking, they constitute the riverbed beneath the white water. Commitment to these values can help organizations weather the turbulence of constant change.

The paper concludes with one such "credo" - my own - and reflects in a more personal way on the challenges involved in leading a dynamic organization.

The major limitation of this paper is the fact it is written by a biased insider, one actor (the Dean) in the drama of the Access Division at George Brown College. As the division's "leader", I am certainly not a neutral bystander.

The lack of research into the introspective behaviour of academic managers in the context of their work, however, has been noted by D. Dill in his review of the literature concerning higher education administration (1984: 89). James March also suggests that "we need to observe the ways in which real organizations function in order to theorize" (1983: 64).

The evidence of the Division's organizational effectiveness is factual and hard to dispute. The causal link, however, between organizational effectiveness and approaches to leadership is harder to pin down, and few studies have succeeded. Notwithstanding this difficulty, self-reflection on the part of any leader in an organization is still useful and worth documenting.

Bolman and Deal also note that "investigations of symbolic phenomena are unlikely to employ so-called rigorous social science research methods" (1991: 303). They suggest that the symbolic perspective is a relatively new organizational perspective and will likely revive interest in traditional fieldwork methods from anthropology and sociology, for example, qualitative methods and ethnography.

The analysis section of the paper is also limited by the fact the interpretation is an individual one. Other members of the Access Division have not directly participated in this conclusion-drawing process, although more than a half-dozen have critiqued this paper.

Several researchers have also pointed to the tendency of leaders to overestimate their importance and the significance of their decisions. The author is no exception.

Despite these limitations, however, the very process of writing this paper has helped me interpret past events, articulate a personal credo based on those events, and discover new challenges. Understanding the leadership model held by a leader sheds light on how she interprets her role and finds meaning in the events around her.

Perhaps the paper should be viewed as simply an example of one leader's self-reflection. Some of my peers may, in fact, think I'm foolish to print such personal material. I believe, however, that through such self-reflection, leaders could offer each other much needed encouragement and mutual support as they strive to preserve the spirit in their organizations.

II. Literature Review

A marked trend away from the "structured, goal-directed, rational" approach to management is evident in the recent literature on organization and leadership in higher education.

"Many administrative and managerial systems in higher education assume implicitly (but rarely articulate) a view of organizations as structured, goal-directed and rational. When actions do not have the intended effects, organizational pathology or personal incompetence is suspected and doses of new and improved management are prescribed" (Birnbaum, 1983: 2).

James March has suggested that "the primary focus of an organization may not be decision-making in the face of uncertainty but instead may be sense-making in the face of ambiguity (Birnbaum, 1983: 2). The view that all colleges and universites are either hierarchical or political systems has been found wanting by a growing number of researchers.

March points out that most organizations are filled with ambiguity, confusion, and complexity. Outcomes do flow in part from goals, but goals flow from outcomes as well, and both goals and outcomes also move independently. **Organizational outcomes, March suggests, may often be less significant than the ways in which organizational processes provide meaning in an ambiguous world.**

"Life is not primarily choice. It is interpretation...it is the process that gives meaning to life, and meaning is the core of life" (March, 1983: 58). Organizational decision-making, therefore, should be understood and described in the same way as we understand and describe art or poetry.

Decision-making is typically viewed as the prime duty and prerogative of leaders. It is often unclear, however, who made a decision, what a decision is, and when a decision was made. Cohen & March point out that the rational resolution of a problem is <u>not</u> the most common style for decision-making, but rather it is through flight and oversight that many decisions are made. Important choices often appear to just happen (1983: 89).

This humbling truth may be difficult for some leaders to accept. **Successful people tend to think they produce the effects they experience** (March, 1983: 62). This does not mean leadership is unimportant, but other organizational factors can be equally as important.

Charles Lindlboom offers a classic critique of the rational approach to leadership (1959). Lindlboom points out that most complex policy decisions are not the result of conscious choice based on a set of pre-existent values, and that the analysis is rarely "comprehensive". The world is not like the model, Cohen & March remind us (1983: 239).

Faced with ambiguity of purpose, power, experience, and success, classical theories of decision-making become problematic. Nowhere is this more apparent than in a university or college environment. The multiversity or multicollege has many purposes, diverse centres of power, and often conflicting criteria by which to measure "success". Dennison & Gallagher believe that the incredible diversity in programs for a great variety of students makes it very difficult to achieve a true community of purpose in a community college (1986: 201).

How should a leader respond to such anarchy? With humility and virtue suggest Cohen & March. "We believe that a college president is better advised to think of himself as trying to do good than as trying to satisfy a political or bureaucratic audience; better advised to define his role in terms of the modest part he can play in making the

college slightly better in the long run than in terms of solving current problems" (1983: 246).

Cohen & March recommend a rather **heretical combination of foolishness and rationality.** "We need to supplement the technology of reason with the technology of foolishness, we need to act before we think" (193: 260). Why? Because human choice is at least as much a process for discovering goals as for acting on them. A strict insistence on rationality and order limits our ability to find new purposes. We need to learn how to treat goals as hypotheses, intuition as real, memory as an enemy, and experience as a theory (Cohen & March, 1983: 263).

This critique of the rational, goal-directed theory of leadership is not confined to the public educational sector alone. A successful private-sector CEO, David Hurst, states the case bluntly. He believes strategic management is bankrupt. "The strategic mode is helpful for looking backward rather than forward, for what it excludes rather than what it contains. The strategic mode cannot tell managers where they are going, only where they have been" (1986: 15).

How you view the past affects the future, Hurst points out. **People understand after they act not before.** You can't conceive of the new until after you've done it. Just put good people together and see what happens. Hurst does not throw the baby out with the bathwater, however. He believes strategic management is essential for managing <u>today's</u> business , but it can't create tomorrow's (1986: 24).

On the topic of leadership, Hurst offers some equally thought-provoking comments. "The achievement of teams within an organization is the result of true leadership...and the search for and recognition of purpose and meaning are the mainsprings of all motivation" (1986: 25). Abandon the lone manager as hero who rationally solves the world's problems, he argues. Management is inside the system, not outside looking in.

"We need to combine the two great human gifts, reason and passion, the head and the heart," Hurst insists, "and we need to stand at the threshold of the present looking at both the past and the future... in order to become what we are" (1986: 26).

An excellent comprehensive approach to the study of leadership in organizations is the book <u>Reframing Organizations</u> by Lee Bolman & Terrence Deal. Bolman & Deal reject an either/or approach and call for pluralism. They suggest that leadership is the art of good judgement, the art of choosing the right "frame" to fit a particular organizational situation. They posit four frames: structure, people, politics, and culture. The analysis section of this paper is based on this approach.

These four frames are similar in many ways to Birnbaum's typology of four primary organizational schema: the bureaucratic, the collegial, the political, and the symbolic/anarchic (1987). Peter Vaill in Managing as a Performing Art relies on similar categories in describing an organization's effectiveness: economic/technological, communal, socio-political, and transcendental.

The "**structure**" frame, according to Bolman & Deal, is best articulated by the rational systems theorists who stress the importance of organizational goals, clear roles, and sound technologies and techniques. The "**people**" frame is promoted by human resource development theorists who emphasize the interdependence between people and organizations. The "**political**" frame sees power, conflict, and the distribution of scarce resources in an organization as central issues.

The "**symbolic**" theorists focus on problems of meaning. They emphasize the limited ability of managers to create cohesion through rational design, and see organization as theatre. They see a need to rebuild the expressive, spiritual side of organizations (1991: 9).

The human resource development theorists dominated the field of organizational development in the 1960's, according to Bolman & Deal, while the "politicians" took over in the 70's as resources became more scarce. The symbolic/cultural frame is particularly appropriate, they point out, for organizations with unclear goals such as educational institutions (1991: 244).

"Faced with uncertainty and ambiguity, human beings create symbols to resolve confusion, increase predictability, and provide direction" (Bolman & Deal, 1991: 244). Ritual, ceremony, metaphors, humour, and play are all important in such an environment. Organizational structure, they suggest, is like stage design in a theatre - the space, lighting, props, and costumes make the organizational drama vivid and credible to its audience. Likewise, the organizational process is filled with drama, e.g., meetings, the mission statement, the strategic plan, and collective bargaining.

There is more to a successful organization than meeting human needs, designing roles and systems, or dealing with conflicts. "**Of the four organizational perspectives, the symbolic is the newest, least developed, and least mapped**" (Bolman & Deal, 1991: 303).

The challenge is to integrate these four theories. A "multi-frame" leader tries to keep the organization headed in the right direction (structure), keep people involved and communication open (people), provide opportunities for individuals and groups to make their interests known (politics), and develop symbols and shared values (symbolic), according to Bolman & Deal (1991: 323).

The challenge facing a leader is to be:

An architect not a tyrant
A catalyst/servant not a wimp/pushover
An advocate not a con artist/hustler
A prophet/poet not a fanatic/fool

The ability to see an organization simultaneously as a machine, family, jungle, and theatre requires great artistry. **The best leaders, however, are followers,** Bolman & Deal insist. They don't create a vision and then persuade. "Leaders discover a vision that is already present among their constituents...they do not control the flow of history, but by having the good sense not to stand in its way, they seem to" (1991:448).

The authors conclude with the provocative suggestion that **today's business schools should include poetry, philosophy and spiritual development in managerial training programs.** "Leaders need to be deeply reflective, actively thoughtful, and dramatically explicit about their core values and beliefs" (1991: 449).

Peter Vaill goes even further in his critique of traditional management training. Management should be viewed as a performing art in an environment of chaotic change, he argues. In an unstable environment, the traditional approach of diagnose-plan-implement-evaluate is often a luxury few managers can afford. Vaill reaches back in time to the words of the classic management theorist, Chester Barnard, who once described the executive functions in these terms: feeling, judgement, sense, proportion, balance, and appropriateness. "It is a matter of art rather than science, and is aesthetic rather than logical" (Vaill, 1990: 99).

Vaill pushes this analogy further with his description of management as **"snake-handling"**. The organization, he argues, cannot be managed by science alone. You can't logically determine what causes will produce what effects. "We cannot, therefore, banish the need for faith and the implications of that idea...faith is personal and grounded in some broader, deeper view of humanity, society, and of what we might call the more ultimate things" (1990: 193).

Similar advice is offered by Allan Bloom, the well-known and controversial critic of higher education in America. Bloom argues that "the democratic concentration on the useful, on the solution of what are believed by the populace at large to be the most pressing problems, makes theoretical distance seem not only useless but immoral (1987: 250). Bloom believes that the task of higher education is to maintain the permanent questions front and centre. "The ages of great spiritual fertility are rare

and provide nourishment for other less fertile ones" (1987: 252). A genuine leader is, therefore, rooted in these traditions and not swayed by the fashion of the day.

Peter Vaill's most interesting contribution is his chapter on the requisites of visionary leadership. **Religion, Vaill says, has rendered the question of spirituality almost undiscussible which is a great tragedy** (1990: 212). Nonetheless, we need the concept of "spirit", and there is no reason for it to make us nervous. Inspiration is harder to come by in a world of permanent white water, but this only makes it more important. "In all high-performing systems, no one is shy to talk about the spiritual or mystical aspects of the team, the craft, the service, the persona of the leader, etc." (1990: 216).

Vaill continues with a number of interesting observations about the connection between spirit and leadership.

1) **Spiritual renewal is everybody's problem, not just the CEO's. Leadership can come from anywhere.**

2) **Renewal starts within the self. You can't go forth with someone else's vision.**

3) **All true leadership is indeed spiritual leadership for leadership is concerned with bringing out the best in people, and one's best is tied ultimately to one's deepest sense of oneself, to one's spirit.**

4) **It is a quest, a journey, a search.**

5) **Leadership is not about bringing spiritual answers to others for they have their own searches (1990: 222-3).**

Having eloquently defended the need to work "spiritually smarter", Vaill cautions us not to forget the other dimensions.

The greatest vision may come to nought if the structure is wrong, a power block is ignored, or employees are left in the dark.

III. Case Study

The Parable of the Seeds
or
The Story of the Access Division

In the beginning, the seeds were scattered. Some had fallen on rocks and been blown away by the wind. Others had fallen into thorny bushes and been unable to sink roots into the earth. A few could still be spotted in the middle of the pathway, but since it was much travelled by people and animals, the seeds were quickly trampled in the dust.

Some seeds, however, had fallen into good earth beside the path, and had already sprouted.

Farmer Alice decided to gather the seeds still visible, and taking some new seeds, she planted them all in the field of good earth next to the path.

She and her family watched over the field. Each family member had responsibility for one part of the field. They carried water to the field every morning and watered each seed tenderly. Prayers were said that the seeds would bear fruit. One of the farmer's daughters even took to playing the flute at dusk to keep the seeds company and encourage them to grow during the long and lonely night.

Fertilizer was brought in from a neighbouring farm as added inducement to the seeds to sprout.

The farmer had no idea what to expect. She had no plan. And sometimes she worried out loud. But she had enough faith in her land and her family to rise each day with hope.

When harvest time approached, all were astonished. Row after row of tall beautiful plants stood proudly in the wind bearing within four different types of grain - corn, wheat, oats, and barley.

Mind you, there were also some weeds intertwined with the plants, despite the best efforts of the farmer and her family to pluck all the weedy-looking sprouts a few weeks earlier.

After some considerable debate within the family, it was decided to leave the weeds alone. For it was not yet time to harvest ,and the healthy plants could be uprooted if weeding began in earnest. That's

life on a farm, Alice told herself. Better the weed you see than the weed you don't.

The first harvest was a time of great joy. No one had dreamed of such fruitfulness. The farmer and her family even took two days off in a row to celebrate.

And then the cycle began all over again. By the time of the second harvest, the roots had sunk even deeper. There were still some weeds, but as you heard before, weeds are to be expected.

This time, however, a few of the seeds sprouted and then died, much to the anguish of the farmer's eldest son who had dreamed of perfection. The farmer herself was sad. But she told her son it gave more room for the strong plants to grow and flourish. "Not all seeds bear fruit," she said to comfort her son. "And not all seeds survive winter".

Now the farmer had a large family, and she began to hear rumblings of discontent among a few of her older children who complained of the great variety of the plants. It took a lot of time and sensitivity to nurture four different grains. What was good for the corn was not necessarily good for the barley.

A few of her children even argued that only white rice should be grown. It would be simpler to take care of, they insisted, and besides, the market (in those days) was better for rice.

The farmer was a bit upset by all this dissension. "What have I done wrong?" she asked herself, in a moment of self-doubt. But she knew in her heart that her family had worked very hard for over two years. They were tired and needed a rest. So she organized a great big party for them in her barn and invited all the neighbours. The singing and dancing went on until the cocks began to crow.

A few days later, the farmer invited some "seed experts" from the city to visit the farm. All work came to a halt so that each family member could learn how to accept and care for diverse seeds. There was much debate and only some consensus.

While all this was happening on Alice's farm, the neighbours, in the meantime, were muttering among themselves. Some grew vegetables, while others raised chickens, and still others were in the hog business of all things.

A few seeds from Alice's farm had drifted over and sprouted in their fields and were thriving. "What is her secret?" the neighbours wondered. "Alice will outdo us in the market place this fall, and she'll make us look incompetent," a few complained bitterly.

One of the neighbours, a trusted friend of Alice's, came over to tell her about the ill-feeling that was growing.

Alice suddenly realized that she'd been so preoccupied with her own farm, she'd forgotten to think of her neighbours. After all, who would buy her corn, wheat, barley, and oats at market this fall? Her family depended on the neighbours for their very livelihood. Not to mention the vegetables, eggs, fresh chicken and pork they needed to buy for themselves. And her neighbours, she reminded herself, also needed her grains to feed their families and livestock.

"No farmer is unto herself alone", she thought. "But how do I tear down the fences?"

Just then, a travelling gypsy band came by with news of a strange new settlement in the adjoining county. "Farmers of sort," the gypsies reported, "but with new-fangled ideas and fancy machines. They boast that they'll outgrow you all!" The gypsies pointed out that there were still many fields empty of life and seeds waiting to be planted.

Alice sensed that these strangers could be a threat to her entire community. But perhaps they had something to offer? So she sent her sons and daughters out to the adjoining farms to invite the neighbours to attend a "grow-tank" in her barn (a term of those 'farmers-of-sort').

Did the neighbours come? What was the agenda? What plan was adopted?

That is the Parable of the True Farmers United. It's now past midnight, and it's time to sleep.

*As Alice would say, "**behind every great plan, there is a great dream.**"*

* * * * * * * * *

Access Division - History & Achievements

History

To put the Access Division in context, George Brown College is located in the heart of downtown Toronto and serves 9,000 full-time and 55,000 part-time learners a year.

The "Transitions" Division was created two years ago by former President, Doug Light. He grouped together a number of departments (100+ staff), hired a new Dean, and then sat back to see what would happen. No written mandate for the Division was issued other than the Dean's brief job-description. (Like Farmer Alice, Doug Light had faith in his land and family. He simply put good people together and trusted that the new Division would "understand" after it acted).

"Transitions" was shortly re-named "Access & Program Development". The new Division included the following departments.

The Futures program. Futures had suffered a 50% funding cutback during the previous two years, and staff were worried and somewhat demoralized. In response, the department re-named itself "Career Development", acquired several existing smaller programs, and initiated a variety of new programs and services. Staff morale in this department is now the best in the Division.

Academic Upgrading. The largest department in the Division, Academic Upgrading has the longest history (17+ years) and, therefore, the most entrenched "culture". The department was originally structured along specialist lines (English, Math, and Science teachers) and classes organized on an Independent Learning System basis - a structure which both staff and students disliked. Curriculum had not been renewed in over 10 years, in some cases, even though the student population had changed dramatically. The department was not in a state of crisis, but it was not living up to its potential.

With the creation of the new Division, the department re-named itself "Academic Skills Development", introduced new semestered programs, initiated curriculum changes, launched two outreach projects, encouraged small working teams, secured brand new facilities and computer equipment, and made a host of other improvements.

Services for the Hearing Impaired & Special Needs Students. This department had seen a rapid turnover in leadership during recent years. The department had been "assigned" to various functional areas in the college during its rather stormy history at George Brown. It had no administrator dedicated solely to its welfare, friction existed between the

"deaf wing" and the relatively new Special Needs Office, student enrolment was declining, the quality of the interpreters' skills had been questioned by the outside community, and staff morale was poor.

The department re-named itself "Educational Access Services", hired a full-time Chairperson, new faculty and interpreters; secured college-wide approval of a Special Needs policy; declared the existence of a Centre of Specialization for Post-Secondary Deaf Education; initiated a year-long preparatory program for deaf students; secured federal funding for an employment training program for deaf adults in partnership with the Bank of Montreal; expanded its physical facilities; and launched many other initiatives.

Community Outreach. A small R & D type of department, Community Outreach has not changed dramatically in its mandate and structure, although it has added "Program Development" to its name. Its ten staff members are responsible for more than 35 community-based training affiliates; multicultural initiatives; seniors' programming; labour programs; women into apprenticeship; native community liaison; training for community trainers; community advocacy; and a host of other special projects. Staff morale has been consistently good, although staff members experience a high level of stress due to the isolated, specialized, and ambiguous nature of their various responsibilities.

In addition to the new Dean, four new Chairs and two managers were hired to lead the Division (all women). For a more detailed structural breakdown of the Division, see Tables I and II.

The mandate and purpose of the new Division was officially adopted at the first Annual Retreat held for all staff in April 1989. The mandate reads:

> *"To increase access to the college, especially by non-traditional learners, through the consolidation and development of high quality, diverse, and innovative programs and services.*
>
> *Every learner should have the opportunity to enrol and succeed at George Brown College. To ensure this, our Division will help provide appropriate assessment, career counselling, preparatory and remedial programs, support services for deaf and hard-of-hearing students and those with special needs, and a wide range of community outreach initiatives."*

TABLE I

ACCESS DIVISION STRUCTURE

DEAN'S OFFICE

ACADEMIC SKILLS DEVELOPMENT

- Ontario Basic Skills Program (OBS/FBO)
- OBS Small Group Literacy Project
- College Start (Academic Upgrading)
- Pre-Business Program
- Part-time courses - day and evening
- Metro Housing Authority outreach project
- Basic Training for Skills Development
- Computer-based pre/remedial lab

ARTICULATION INITIATIVES (schools)

CAREER DEVELOPMENT

- Career Development Centre
- FUTURES/L'AVENIR
- Vocational Orientation Program
- Career Change Program
- Career Counselling & Development Program
- Operation Acceptance
- Career Orientation Program
- College Vocational Program
- Job-Finding Club

COMMUNITY OUTREACH & PROGRAM DEVELOPMENT

- Community-based training
- Multicultural initiatives
- Seniors' Access Institute
- Labour Programs and School of Labour project
- Women into Apprenticeship Project & WITT
- Native community liaison
- Training for Community Trainers
- Community Advocacy
- Student orientation kit
- Career Equity for Youth Project

TABLE I, continued

EDUCATIONAL ACCESS SERVICES

- Special Needs Office
- Orientation Program for Students with Learning Disabilities
- Centre of Specialization for Deaf Post-Secondary Education
  - Orientation Program
  - College Preparatory Program
  - Employment Training Program (Bank of Montreal)
  - Pre-Teaching & Remediation
  - Deaf Residence
  - Articulation with U.S. post-secondary institutions
  - Part-time courses for deaf adults

Achievements

A number of criteria could be used to evaluate the success of the Division to date. In her doctoral thesis, Elyse Engel used five performance criteria: graduate placement, student retention, student applications, enrolment, and unit operating costs (1987). Engel assumed that colleges are rational, goal-directed institutions, and concluded that such measurable criteria were, therefore, appropriate. Her study revealed that broad staff participation in decision-making and a favourable work climate correlated positively with college performance.

Engel's assumption about the "rationality" of colleges can most certainly be questioned, but her performance criteria are at least partial indicators of effectiveness.

Kim Cameron takes a somewhat different approach. Outputs and goal accomplishment are widely used in the private sector, she notes, but it is hard to specify measurable goals in education. She recommends as criteria such organizational characteristics as the level of student satisfaction, faculty satisfaction, professional development, ability to acquire resources, organizational health, etc. (Birnbaum, 1983: 158).

Those theorists who use a "multi-frame" approach suggest an organization evaluate its effectiveness in at least four domains: structure, people, politics, and the symbolic. The analysis section of this paper follows this framework. A quick overview, however, of the more measurable, quantifiable results is given in Table III. Table IV consists of highlights of the achievements according to the new mandate proposed for Ontario colleges by Vision 2000.

TABLE III

ACCESS DIVISION

Highlights of Achievements

(1989-91)

Enrolment/service to learners

- Access Division enrolment/client contact doubled from 4,382 students served in 1988-90 to 8,274 in 1990-91.
- Full-time enrolment increased by 11%
- Part-time enrolment increased by 93%
- Number of students counselled increased by 322%

Completion Rate & Outcomes

- The average completion rate for programs in the Division is 80%.
- Of those who complete their programs, 81% experience a positive outcome (employment, or successful enrolment in further training or education).
- 400 Access "graduates" enrolled in an additional George Brown College program (post-secondary or tuition-short) following their involvement with the Division, a factor which contributed to the College's 10% increase in post-secondary enrolment in 1990-91.

New Program Development

- A total of 50 new programs, services and outreach initiatives have been launched.

Learner Diversity

- Diversity has increased due to new programs and services for specific racial/ethnic groups, francophones, social assistance recipients, seniors, older workers, basic level high school students, trade-unionists, employed adults, women apprentices, deaf and hard-of-hearing students, and those with learning disabilities.

Revenue/Expenditures

- Overall revenue to the Division increased by 11%, expenditures by 10%, while service to learners increased dramatically.
- The amount contributed by funded divisional programs to college overhead (excluding services) increased from 17% to 20% in 1990-91.
- The Division underspent its allocated budget by 5% during both 89-90 and 90-91.

Staff Morale

- A 44% response rate to a brief written survey conducted in March 1991 revealed the following:

- 87% of the respondents described their **morale as good to excellent** (48% very good to excellent).

- The top 5 categories cited for **"the two things I feel most positive about during the past year" were:**

    - increased personal motivation, initiative, & professional autonomy.
    - effective management.
    - new programs and services started successfully.
    - better facilities, location, and equipment.
    - great students.

- The top 5 categories cited for **"the two things I think most need to be changed or improved" were:**

    - poor physical environment throughout college.
    - organization of departments, priority-setting, and participation in decision-making.
    - increased funding and staff support.
    - improved student services.
    - improved teamwork (departmental and divisional).

Staff Mobility

- 56% of the staff have experienced either a promotion or lateral transfer within the division, or been newly hired from outside the Division or college during the past two years.

Staff Diversity

- Women: 72%
- Visible minorities: 23%
- Disabled: 6%
- Native: 2%

New Physical Resources

- Brand new classroom and office space secured for the largest department, Academic Skills Development.
- Office and classroom facilities expanded for Special Needs & Services for Deaf and Hard-of-Hearing Students.
- A new computer-based upgrading lab established, doubling current capacity.
- A computer-based vocational assessment lab funded and established.

Analysis of Case Study

Structure

As a preamble to this analysis, the importance of the external environment should be noted. At the time the new Division was founded, the college needed to significantly boost its post-secondary enrolment, and yet its traditional source of enrolment (18-24 year-olds) was on decline. Many incoming students were also underprepared academically, and the attrition rate was unacceptable in some departments.

The college's preparatory and remedial programs were fragmented and uncoordinated both from a concentration of expertise and funding point of view. The ongoing trend towards privatization of training also meant that federal funding was not secure. The Access Division's mandate, therefore, became clear: consolidate preparatory/remedial programs to recruit and retain non-traditional learners.

Two years later, post-secondary enrolment had increased by 10% (due to a number of factors, including the recession) and a "controlled growth" policy is now in effect. The Access Division has, therefore, changed its focus from massive recruitment and growth, to quality programming and student retention. This rapid change in goals is a good example of what it means to operate in a "white water" environment. Goals set a year ago have been adjusted as outcomes surpass expectations.

In terms of structure, the Acccess division is one of seven academic divisions in the college. Henry Mintzberg points out that "market diversification" drives organizations to divisionalize their structures based on product, service, clients, or region (1979). In our case, the division is structured on the basis of both its product/service and clients (primarily non-post-secondary).

Inside the Division, four decentralized departments are "loosely coupled" with each other (Weick, 1983: 66) and central coordination is provided through the Dean's Office and biweekly management team meetings. Each Chairperson has great latitude in terms of budget management, staffing, acquisition of new resources, and program development. The Dean focuses on college-wide and system issues, overall planning, department/program evaluation, communication and marketing, staff development, financial monitoring, and policy development.

Each department has fostered small organic work teams whenever possible. In addition to the four Chairs and two managers, the

Division has close to 20 program coordinators - faculty members who are responsible for a particular program or service. As the staff survey revealed (Table II), this is an important factor behind good morale.

The wisdom of decentralizing authority to the base for program development has been proven time and time again. Program proposals originating from the President's office have invariably been less successful than those originating from a front-line staff member.

"**Centres of specialization**" have also been promoted in the areas of deaf education, career development, labour studies, and seniors' programming. This structural mechanism has increased the level of grass-roots ownership, initiative, and pride.

The more complex the environment, Henry Mintzberg notes, the more decentralized the structure. Central control is mantained through performance measures which Mintzberg cautions can become virtual obsessions and drive out goals that cannot be measured (1979: 246). Like other divisions in the college, Access has been required each year to identify a comprehensive set of goals and measurable criteria.

The actual planning process, however, has been characterized by creative tension between the desires or dreams of staff and experimental efforts to realize those dreams. (Farmer Alice had no grand plan when she planted those seeds). Goals produce outcomes which in turn shape goals, and sometimes an outcome materializes, seemingly, from nowhere.

The very first printed document concerning the mandate and priorities of the Division was issued only after the Dean had consulted personally with more than 45 members of the Division. This was followed by a two-day retreat for all 100 staff members who collectively identified strengths, weaknesses, opportunities, and threats; the Division's mandate and mission; goals for year one; how they wished to be managed; and criteria for success in broad terms.

Six months later, the management team took stock of the results and issued 15 pages of highly specific goals and criteria. This lengthy document was unnecessary. Needless to say, it was hardly a daily reference guide. The Division has since reverted to identifying half a dozen key trends or priority areas for action, leaving it up to each department to identify specific means to implement the priorities (e.g. recruitment, program outcomes, partnerships, image enhancement, student services, community access, human resource development, and communication & participation).

Program outcomes are tracked carefully in terms of enrolment stats, demographics of our learners, completion rates, and learner outcomes three months after completion of a program or service.

After two years, the results surpassed our expectations. No one, however, could have predicted the exact outcomes. Access staff are risk-takers and prone to action rather than exhaustive pre-analysis.

Another structural feature of the division is **adhocracy**. Numerous ad hoc committees have sprung up both inside the division and college-wide at our initiative (e.g. Student Success Network, Environment Committee, Articulation Coordinating Committee, Operation Acceptance, Communication/Social Committee, Divisional Professional Development Committee, etc.) These networks have motivated and involved staff who might otherwise have remained inactive. They have also had a ripple effect throughout the college.

One last feature worth mentioning is that the Access Division runs a tight fiscal ship. We are accountable for our revenues and expenditures at all times. **Sixteen different funding sources, many of them requiring detailed line budgets, have countered any image of Access as a "soft" division.** We contribute to college overhead like all others. An entrepreneurial spirit prevails, yet systems are in place via the Chairs and the Dean to catch any discrepancies.

To conclude, the "structure" frame needed a great deal of attention during the start-up phase of the Division. It is, perhaps, less important now.

People

Recruitment, empowerment, professional development, and staff recognition have been the four "people" priorities in the Division.

We were fortunate enough to be able to recruit from scratch the entire management team, along with nearly 30 other staff members during the past two years. (The total staff complement, however, has only increased from 96 staff in 1989 to 106 in 1991). This "new blood" has invigorated the Division. In nearly every case, the hiring decision has been sound. The increased diversity of staff is also a function of such recruitment practices (72% women, 23% visible minority, 6% disabled, 2% native).

Existing staff members have also been renewed and empowered. Twenty-two percent of the total staff has experienced either a promotion or lateral transfer within the Division. This proves that risk-taking can pay-off. A three-day job-shadowing project, in particular, enabled many staff to "audit" another staff member's job, which facilitated inter-departmental communication and career-pathing.

Decision-making inside the division is based on the principle of organizational democracy. Staff are consulted whenever possible based

on the nature of the decision to be made, and priorities are set, by and large, by those who have to implement them. Annual retreats, regular divisional and department meetings, a staff newsletter, faculty-initiated policy papers, written reports from the management team, staff surveys, are only some of the mechanisms used to ensure broad communication and participation in the life of the Division. The self-managed work teams mentioned earlier, are key to day-to-day involvement in decision-making.

The Chairs and the Dean work closely together as a team, and this has enhanced the quality of decision-making. All major issues are tabled at the biweekly management team meetings, and consensus is the typical mode for arriving at a decision. Mutual support, honest dialogue, and creative problem-solving characterize the "style" of the management team. It is worth noting that despite a very heavy workload, the Chairs provide both academic leadership and sound day-to-day management.

Staff expectations of management were clearly articulated at the first retreat. Asked to write "Memos to Management", staff members stated the following:

> ***'We want to be given the autonomy, flexibility, authority, and support to meet the needs of our students.***
>
> ***We want to be held accountable for our actions and the results of our programs.***
>
> ***We want management to manage and be willing to make and follow-up on tough decisions.***
>
> ***We want management to be accessible.***
>
> ***We want an organization which has a vision and is willing to take a risk.***
>
> ***We want to be consulted about decisions that affect the day-to-day operation of our departments.***
>
> ***We want our achievements and expertise recognized."***

There could not be a clearer set of marching orders for the management team!

Professional development has been the third "people" priority of the Division. Professional development committees now exist in each department and at the divisional level. Faculty and support staff control directly the expenditure of professional development funds. This has increased the level of interest in professional development.

PD activities include: conference attendance, year-long sabbaticals, division-wide seminars, department-based workshops, race-relations training, intensive interpreter training during the summer, day-long management retreats, etc.

Staff recognition has also been taken seriously. The Dean, for example, takes five staff members to lunch every three weeks as a gesture of appreciation for their hard work. "Thank you" and "Congratulations" cards are regularly sent to staff members, no matter how small the achievement.

Staff members are also given a high level of visibility with senior administration. The Chairs, for example, attend quarterly meetings with the Dean, the Vice-Presidents, and the President. Faculty and support staff meet directly with the Vice-Presidents and President around new program proposals or college-wide policy issues. Hierarchy and formal protocol are frowned upon in the Division.

To conclude, attention to the "people" frame has been absolutely critical to the success of the Access Division. **One can truly say that the managers have been successful to the degree they have listened to and followed the best instincts of their staff.**

The importance of motivation and the release of human potential cannot be overstated, particularly for non-profit public institutions such as colleges which face scarce resources. "People" is the only real resource available. **Empowered by responsibility and recognition, even "sleep-walkers" can awake.**

Politics

Participation in decision-making does not make power a non-issue. The Access Division is no utopia, particularly since resources are scarce at the college. Reduced resources means increased conflict.

Management still has the power to hire, fire, promote, and discipline. The two staff unions have the power to strike and file grievances and regularly exercise this power. Weeds grow up entwined with healthy plants, and there is inevitable tension.

Within this highly political context, the Access Division is notable for:

1) Networks and alliances both inside and outside the division.
2) The support it has secured from senior administration.
3) Its "bottom-up" approach in developing new initiatives.

4) Its commitment to openly address and resolve conflict around race relations issues, allocation of resources inside the Division, and hiring/promotion/discipline decisions.

The Division is well aware that it functions as part of a larger community. Its very raison d'etre is to ensure access to the college as a whole. To influence this community, the Division has initiated a number of effective networks and alliances around such issues as student retention, articulation with the secondary schools, the physical environment at George Brown, students with special needs, partnerships with the community and labour organizations, etc. These networks have involved administrators, faculty and support staff throughout the college. As advocacy tools for promoting organizational change, they are most effective.

Support from senior administration has been another critical factor behind the success of the new Division. Through quarterly reports and meetings with the President's office, the management team has kept senior administration well-informed. The Vice-Presidents and the President have also been actively involved in specific events and initiatives launched by the Division. They know first-hand the people and the students described in the quarterly reports. They themselves feel some ownership.

Participation in decision-making is a good philosophy not just for "followers". The Access Division appears to be seen as both a sound academic division and a reliable change agent within the college as a whole. Central resources have been allocated accordingly.

A grass-roots, bottom-up philosophy prevails when it comes to developing new programs or services. Devolving power to the front-line increases motivation and accountability. It also ensures that a greater number of people in the division are aware of the real world constraints facing the college. This "populist" stance is reflected in the advocacy role played by the Community Outreach Department, both within the college and the community at large.

Conflict, however, has surfaced on numerous occasions.

The more democracy there is in an organization, the more debate there will be. The sheer diversity of both our students and staff, for example, has uncovered subtle and not so subtle forms of racism. The management team itself has been complicit, albeit unconsciously, with discriminatory practices. The new Race & Ethnic Relations and Special Needs policies have understandably evoked some fear and hostility among a number of staff. (It takes time and sensitivity to care for "diverse seeds").

The College is only beginning to implement these two policies, so this form of conflict may escalate before it subsides. Training is critical at a time like this to ensure staff have the opportunity to voice their frustrations and concerns and secure needed support.

Conflict has also erupted over hiring, promotion, and disciplinary matters. Despite the high level of mobility within the division, not everyone gets rewarded in the manner he/she believes appropriate. This has been stressful for the management team which has tried hard to be democratic and fair, and stressful, as well, for staff whose efforts have not always seen immediate results. (Some seeds lie dormant for a year).

A unionized college is not a commune. Our practice is to be honest and upfront about the power issue, and then try to make the right decision after consultation with staff and personal reflection.

Conflict also exists around departmental vs. divisional interests. Some staff members resent a divisional focus and identify solely with departmental issues. Recognizing the need to improve teamwork and group facilitation skills, the divisional professional development committee has identified team-building as a major theme for this year's annual retreat.

Structural conflict between support staff and faculty/administration is another issue which causes understandable tension. Support staff were quite vocal about their frustration at the Division's third annual Retreat in April 1991. Salary and holiday disparities between faculty and support staff rankle, especially when job differences seem blurred e.g. a placement consultant (support staff) vs. a career counsellor (faculty). Support staff also feel like "second-class citizens" when it comes to decision-making processes in some areas.

This raises the conundrum of a broader structural issue - **province-wide collective bargaining.** No division is an island. The state of provincial labour relations affects even progressive divisions like Access. Decisions made at a system level can destroy in one minute trust that has taken several years to establish in one college or division. The recent furor, for example, about the settlement of the last faculty strike created a lot of hurt feelings among faculty members, and understandable mistrust towards administration.

The political frame will continue to merit close attention, since resources are not plentiful, and the college is part of a larger whole. The Access Division is also a catalyst and advocate for some unpopular causes. A major obstacle, for example, to increased access to the college, lies in the quality of student services provided by mainstream college departments. The Access division will have to strengthen its alliances with other divisions and "lobby" sensitively for progressive change.

Some divisions also resent the high profile and success of Access. The Division will have to pay attention to this issue, particularly since external competition is growing. The new National Training Board and its local counterparts will increase the number of training deliverers in Metro. George Brown, as a college, needs to be united, not fragmented into warring fiefdoms.

Symbols/Spirit

Ritual, ceremony, metaphors, humour and play abound in the Access Division.

The first symbolic act as a Division was the re-naming of the Division - from "Transitions" to "Access & Program Development". Each department was in turn re-christened to express a widened mandate and new vision. **The act of "naming" has far more significance than is apparent at first glance.**

The letter "A" so prominently featured on the division's promotional material not only implies the word Access but also a doorway to the college. "A" also stands for first-class and excellence. Other metaphors include the dock and boat motif describing the role of the Access Division at George Brown (see Table II). This image emerged from a management team brainstorming session at which "drawing" took precedence over "writing".

Staff members are obviously aware of the ambiguity in the division's mandate and goals, for the Dean was given a brass foghorn at one divisional meeting. It bore the inscription: ***"To be used when others are in the fog, so they will know who and where we are!"*** This is, perhaps, a graphic illustration of how leadership is viewed by at least some rank and file members. To bestow meaning and steer the boat in the right direction - that is what's expected of a skipper.

The annual retreat and divisional meetings twice a year are now rituals, along with the staff Xmas party held off-campus at a local sailing club. Other playful events include a "Looney Tunes" party held in the staff cafeteria in June, the Dean's luncheon for five staff members every three weeks, and the "thank-you" luncheons organized for program coordinators and staff throughout the year. The silver grey "staff recognition" cards sent by the Dean , and the pink staff newsletter filled with jokes and personal anecdotes are likewise appreciated.

Ceremonies include the countless graduations organized for Access students. Even a 12 week program for unemployed older workers merits a beautiful cake, college certificates, speeches from the Dean and class valedictorian, and a class photo. More than 500 trade unionists

robed in college graduation gowns pack one of the gyms to receive their college certificates from the President each year. The 5th Anniversary of the Community Outreach Department was celebrated in a similar fashion with the Minister of Colleges & Universities and 250 community and college representatives lunching together in the gym.

A common language is another prerequisite of a living culture. Since so many of the division's staff come from a counselling background, personality type indicators are commonly known and referred to. The Dean, for example, has a sign on her desk which reads "INTJ spoken here". Your Myers-Briggs code explains all in some parts of the Access Division.

The Division even has an official "jester" who can be relied upon to poke fun at the management team and make perceptive comments. (A recent joke in the staff newsletter reads: "Did you hear about the Terry Dance doll? You wind her up and all the Chairs start to Dance!")

A typical Access division staff member can be described as someone who:

- works hard
- has fun
- likes his/her colleagues
- takes risks
- cares about students
- knows how to get resources
- produces results
- believes in justice and equity
- keeps changing

In short, "spirit" lives in the Access Division:

the spirit of democracy
high spirits
spirit of fair play
team spirit
spirit of inquiry
party spirit
school spirit
public spirit

The Access Division, however, is only two years old - a mere child. Its "culture" is still fragile and in formation. The challenge now is to help the spirit grow and flourish, especially after the first spurt of growth has ended.

At last year's retreat, several staff openly questioned: "Why are we a division? Where are we going? Who are we?" The management team will need to listen carefully in order to discern the best and highest aspirations of their staff and students, and then respond.

It is particularly important now for the Division to do so, since it faces both external and internal challenges. External competition from school boards, trade unions, private-sector trainers, and community agencies means that the Division, and the college as a whole, must pull together (the true farmers united) and seek new forms of partnership, both inside and outside its walls.

Internal diversity due to varied programs, students, and staff poses an equally formidable challenge. A new college president and related organizational changes at the senior administration level are added "stressors".

Survival and growth in the "outside" world, however, depends on "unity in diversity" inside the college. It bears repeating once again, that ambiguity of purpose and diffuse goals evoke uncertainty and confusion. True leadership weathers the white water by tapping into the deeper well of faith - faith in people, and faith in the universe.

IV. CONCLUSION

The case study bears out the truth of David Hurst's assertion that sometimes you can't conceive of the new until after you've done it (1986: 24). As a new Division, Access has been successful largely due to enthusiastic staff who took risks and acted, albeit without a grand plan. Life in the Access Division starts out small and grows from the bottom up. Like any good seed.

The case study also points out that a one-dimensional approach to organization no longer helps those who must lead an educational institution in constant flux. Our conception of organizations must be at least as complex as the reality we live in.

The true test of a wise leader is his/her ability to view the organization through multiple lenses. In the case of the Access Division at George Brown College, four frames have required attention in order to successfully launch and maintain the new Division: structure, people, politics, and symbol/spirit. One frame may be key at a particular time to the overall success of the organization, but to ignore the others is to risk hitting more than a flat note. Leadership is, indeed, a performing art, and is aesthetic rather than logical.

As the newest organizational perspective, the symbol/spirit domain has been underestimated in terms of its power within an organization. Hopefully, this paper has demonstrated its significance in the formation of a new division. **Symbol, however, must be backed up with substance.** Words are not enough. "Image-building" cannot make up for a faulty foundation.

A leader must act from the heart, for staff are quick to spot hypocrisy. To be in touch with your heart or spirit, you need to spend time alone, quietly, in reflection, and you need to listen carefully to your neighbours. Great visions are mysterious; their genesis rests in the combination of a personal dream with the energy of others. Great leaders both dream and follow....and keep one foot on the ground!

It takes courage and faith to believe in your "farm and family" but, in the final analysis, what else does a leader have?

One Leader's Creed for the Workplace

My reflection on the growth and progress of the Access Division has helped me connect my spiritual faith with my practice at work. The following creed is one I rarely live up to, but it represents my "best and highest aspirations". My personal goal during the next year is to become ***"a Dean with a Heart".***

I am not alone

I am one actor among many at this college.
I am not a hero.
I am human and make mistakes.
I am not a neutral bystander.
I can do nothing without others.

We are not alone.

We all need each other.
No division exists unto itself.
Self-interest is real but can be surpassed.

The world has meaning and beauty.

We are stewards of the world, apprentice gardners.
Work is an art.
The quality of our work is more important than the quantity.
We need to celebrate the fruits of our labour.

It is better to sail the sea than to watch with fearful longing from the shore.

To venture into the unknown is to be human.
Fear is the great immobilizer.

Faith is an act of free will and courage.

Cynicism is cowardice.
No one can be forced to change.
To believe in virtue in the workplace takes courage.

Each one of us is mysterious and sacred.

You can't control the sacred.
You can't control people.
You can't predict mystery.

Life is a gift.
Life will win out over cutbacks, deficits, and death.

There is no "right way", no single truth. The search unifies the seekers.

We are on a journey together.
There are no pre-ordained answers, no perfect plans.
The process of discovery counts most.
Nothing stays the same

Every event has an effect on all future events.

What we do matters.
Nothing is wasted.
Every effort is valuable regardless of the immediate results.

Human beings come before things.

Goals, profits, and outcomes are secondary.
Economy must be subordinate to community.

To educate is to help another become a human being.

To educate is to draw out, not pump in.
To educate is to empower, not foster dependency.
To educate is to do more than train.

I join with others in one community, but respect and learn from all other forms of community.

A common purpose unites a community.
We each need community.
Humility and tolerance bridge the void between communities.

I advocate justice, peace and equity for all living creatures, including our planet.

Prejudice, racism, harassment and discrimination of any kind cannot be tolerated.
Our workplace environment must be preserved.
Employees and their representatives must be respected as 'part-owners' and treated as equals by management.

I seek to serve others in small and large ways.

Service is day-to-day, not a single grand gesture.
The smallest charitable action will not be forgotten.
Power, fame, and money are not ends in themselves.
Hostility can be transformed into hospitality.

Solitude and hospitality are two sides of the same coin.

Solitude is not loneliness.
Solitude creates distance
Distance creates serenity.
We need time alone in order to come together without clinging.

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The Access Division works for everyone

► At George Brown College, we're determined to serve all members of our community who have a desire to learn. That's why, two years ago, we created The Access Division.

► The Access Division makes quality education possible for a greater number and variety of students. More than 50 programs, services and outreach initiatives developed by the Division ensure that George Brown College meets the needs of our community. In fact, the average completion rate for Access Division programs is an astounding 80% and, for those students who finish, 81% reach their goals.

► Access works! Last year, we helped over 8,200 students achieve their learning objectives – that's almost double the number of the previous year. Full-time enrollment in the Division increased by 11%, part-time by 93%, and the number of learners receiving counselling was up 322%. More than 400 students enrolled in an additional George Brown program following their involvement with the Access Division, a factor which contributed to the College's 10% increase in post-secondary enrollment in 1990/91. Our learners range in age from 16 to 80 and come from diverse racial and cultural backgrounds.

► Another significant result of this growing division is efficiency. In 1990, divisional revenue increased 11% while expenditures increased 10%.

► The success of the Access Division can best be measured by a comparison with the new mandate proposed for the college system by Vision 2000 and the Government of Ontario. The challenges it presents for us are being met every day.

► At George Brown College, we're capturing the spirit of Vision 2000. And the Access Division is transforming that vision into a reality.

George Brown
The City College

"To provide high-quality career education that enhances students' ability to acquire information, reason clearly, think critically, communicate effectively, apply their knowledge, and participate in society as informed and productive citizens."

— New mandate of the Colleges, Vision 2000

THE RESPONSE

- Over 1,300 learners a year improve their skills with George Brown's Ontario Basic Skills Program
- College Start (BTSD) – our new preparatory program – assists 200 students a year to gain direct entry into college.
- An academic upgrading curriculum is revised by the Access Division to better meets the needs of second-language learners (80% of our student population).
- New OBS outreach projects work to upgrade the academic skills of francophones and social assistance recipients in Metro Toronto Housing Authority projects.

"To make a college education as accessible as possible. Accessibility should include the opportunity to succeed, as well as the opportunity to enrol, and it must be provided in a way that achieves educational equity."

THE RESPONSE

- A Special Needs Policy adopted by Board of Governors ensures equal access to programs and services for all staff and students with disabilities.
- Over 200 students with learning and/or physical disabilities receive support services each year.
- A Race & Ethnic Relations Policy is adopted and staff training begins.
- Operation Acceptance counsels "rejected" post-
  - A video called "The Students Feel" gives students a chance to voice concerns. The video is shown to administration.
  - Staff/student mentoring projects & Mentoring Manual are promoted.
  - Student involvement on college committees is increased.
  - International Students Association is formed.

"To work together and with other educational institutions to offer students opportunities for educational mobility and lifelong learning."

THE RESPONSE

- Linkage agreements are initiated with three U.S. post-secondary institutions to ensure acceptance of our deaf and hard-of-hearing graduates.
- Ten significant new college/school linkages are developed, including:
  - Career Equity for Youth Project (George Brown/ Toronto Board of Ed)
  - Grade 7-8 Outreach project (George Brown/ Toronto Board)
  - Master agreement to link up specific college/school programs (George Brown/ Toronto Board)
  - Course within a Course (on-campus orientation and program audits for high school students)
  - Advanced standing in math (for students enrolled in selected correspondence courses through the Ministry of Education's Independent Learning Centre)
  - Orientation Program for Students with Learning Disabilities
  - College Vocational Program (for basic-level high school graduates)
  - Operation Acceptance (counselling service for rejected post-secondary applicants).
- Close links with unions and employers of apprentices are forged through the Women Into Apprenticeship project.
- Consultation with the Native Community on accessibility to George Brown College now underway.

"To be participatory institutions in which decision-making involves both internal and external stakeholders."

THE RESPONSE

- From 1986 to 1990, 2,400 community representatives and college staff members attend 18 major conferences/workshops organized by the Community Outreach Department. The subjects include Race Relations, Program Evaluation and Access & Equity.
- 13 active advisory committees are established to regularly identify new community needs.
- An annual two-day retreat for all Access staff is organized to assess divisional progress and to set priorities.
- Division-wide meetings, social events and newsletters keep Access staff informed.
- A monthly Dean's Lunch promotes informal communication between staff members and the Dean.

"To be model employers in the manner in which they invest in and manage human resource development, in their commitment to equity, and in the creation of a positive, healthy, and supportive working environment."

THE RESPONSE

- Professional development committees remain active in each department and at the divisional level.
- Three days of "job shadowing" for more than half of

secondary applicants into appropriate programs (40% success rate with those counselled).

- A Centre of Specialization is established for Deaf Education:
  - Enrolment of deaf and hard-of-hearing students more than doubles (51 full-time and 310 part-time).
  - 34-week College Prep Program is launched for Deaf & Hard-of-Hearing Students.
  - $1.5 million residence for deaf and hard-of-hearing students is planned for 1992.
  - Special services now available (10 interpreters, notetakers, deaf faculty members as role models, technical aids, computer labs, etc.)
- The new Student Success Network improves retention:
  - Student Orientation for Success activities initiated.
  - A campaign to clean-up college physical environment is launched..
  - Student Success Newsletter & Coordinator is established.

ACCESS DIVISION

George Brown
The City College

THE VISION

"To create a dynamic, learner-driven system by anticipating and accommodating the diverse needs of students, both full-time and part-time, enrolled in credit and non-credit courses."

THE RESPONSE

- Over 1,000 seniors participate in part-time courses, a multicultural lecture series, a literacy tuturing project, Elderhostel, day trips, and a GBC Seniors Association via the Seniors' Access Institute.
- A new Career Development Department offers nine career-counselling programs and services. They are available for both adults and youth, either full time or part time.
- A new Career Development Centre makes it possible for students to explore more than 1,000 occupations on computer-based Singer Work Stations and other assessment tools.
- Academic upgrading using 60 computer-based learning stations and classroom instruction is offered part time, day or evening.

THE VISION

"To forge partnerships in and with their communities, including employers, labour, community groups, and governments."

THE RESPONSE

- 35 training partnerships are maintained with community and labour organizations serving 1,440 part-time and 293 full-time learners.
- New training partnerships are developed with Goodwill, March of Dimes in Thunder Bay, Jewish Vocational Services, and the Canadian Hearing Society.
- The School of Labour feasibility project begins, co-sponsored by Metro Labour Council and George Brown.

the division's staff provides an opportunity to explore alternate careers. Understanding and communication within the division are emphasized.

- Full-day seminars, on such topics as serving underprepared learners, program evaluation, and career options, are developed for Access staff.
- Staff training in race and ethnic relations and special needs policies begins.
- Two widely circulated training manuals produced: Program Evaluation and Effective Proposal Development.
- Career Equity for Youth project develops training materials for counsellors in schools and colleges who work with students from diverse racial and cultural backgrounds.

1991-92 Priorities

1. **Ensure consistency in the quality of our programs and services after a period of rapid growth.**
2. **Broaden our focus and encourage the college mainstream to become more accessible and student-centred.**
3. **Respond effectively to the needs of the new provincial government and the City of Toronto during the recession.**

George Brown College
P.O. Box 1015, Station B
Toronto, Ontario M5T 2T9
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For more information about t

Located in downtown Toronto, George Brown College enrols about 9,000 full-time and 55,000 part-time students each year. The Access Division serves well over 8,000 learners a year and consists of four departments with a staff of 100+.

DEAN: MS. TERRY DANCE (944-4602)

ACADEMIC SKILLS DEVELOPMENT DEPARTMENT

Chairperson: Ms. Barbara Taylor (944-4599)

- Ontario Basic Skills Program (OBS/FBO)
- OBS Small Group Literacy Project
- College Start (Academic Upgrading)
- Pre-Business Program
- Part-time courses – day and evening
- Metro Housing Authority outreach project
- Basic Training for Skills Development
- Computer-based prep/remedial lab

ARTICULATION INITIATIVES

Coordinator: Mr. Brian Burnie (867-2218)

CAREER DEVELOPMENT DEPARTMENT

Chairperson:Ms. Susan Stylianos (867-2215)

- Career Development Centre
- FUTURES/L'AVENIR
- Vocational Orientation Program
- Career Change Program
- Career Counselling & Development Program
- Focus on Employment Project (George Brown College Foundation)
- Operation Acceptance
- Career Orientation Program
- College Vocational Program

he Access Division

COMMUNITY OUTREACH & PROGRAM DEVELOPMENT

Chairperson:
Ms. Jo Lee
(944-4512)

- Community-based training
- Multicultural initiatives
- Seniors' Access Institute
- Labour Programs and School of Labour project
- Women into Apprenticeship Project
- Native community liaison
- Training for Community Trainers
- Community Advocacy
- Student orientation kit
- Career Equity for Youth project

EDUCATIONAL ACCESS SERVICES DEPARTMENT

Chairperson:
Ms. Cathy Smith (944-4678)

- Special Needs Office
- Orientation Program for Students with Learning Disabilities
- Centre of Specialization for Deaf Post-Secondary Education
  - Orientation Program
  - College Preparatory Program
  - Pre-Teaching & Remediation
  - Deaf Residence
  - Articulation with U.S. post-secondary institutions
  - Part-time courses for deaf adults

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ERIC Clearinghouse for
Junior Colleges
JUL 19 1991